



CREDIT FOR PRIOR LEARNING

Student Handbook

Please Note: These credits apply to certificate and degree programs at UAF. The transfer to other colleges or baccalaureate granting institutions will require review by the accepting institution.

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PROCESS

APPLICATION

1. Obtain information from Academic Advising Center or department faculty where credit for prior learning (CPL) is sought or on the Academic Advising Center web site www.uaf.edu/advising.
2. Meet with faculty member(s) to discuss the process, credit being requested, and documentation needed.
3. Review other alternatives for receiving non-traditional credit (CLEP examinations, local challenge exams, etc.) with faculty.
4. Upon review and discussion of your needs and intent with advisor, the decision to formally apply for this credit should be made.
5. Obtain a copy of the Credit for Prior Learning Student Handbook and any additional form(s) to begin the development of the portfolio, which include:
 - Learning History Worksheet
 - Degree/Certificate Checklist
 - Release of Information Form
 - Course Equivalent and Rationale
6. Complete application form, making sure that all information is verified and signatures obtained before paying the application fee (pay application fee of \$50 at Business Office). Be sure to attach the payment receipt with your CPL.
7. Schedule pre-assessment meeting with the faculty member to review preliminary materials and insure portfolio development is being done correctly and appropriate documentation is included.
8. Prepare at least three copies of your portfolio for the faculty reviewer(s). One will be for your permanent record when credit is awarded.
9. Faculty reviewer(s) notifies the Director of the Academic Advising Center when the portfolio is completed.

PRE-ASSESSMENT MEETING(S)

1. Review the Student Handbook with particular consideration given to documentation information that is to be submitted for review.
2. Complete the Learning History Worksheet.
3. Meet with the faculty member to finalize plans for your portfolio development (degree checklist will be used at this time to best determine how the credit meets requirements).

PORTFOLIO PREPARATION

1. Follow information in Student Handbook.
2. At any time feel free to contact the faculty member or the Director of the Academic Advising Center for assistance or advice.
3. Use Checklist for Portfolio Content to determine if all pertinent information is included.
4. Complete portfolio preparation and notify your advisor that your portfolio is ready so that the faculty review(s) date can be set.
5. Meet with the faculty member to determine the best way for your credit to be assessed (product assessment, oral interview, written examination or performance test). At this meeting, you and the faculty member will discuss the content of the portfolio and how you want to present this to the committee.
6. Prepare at least **three** copies of your portfolio for submission.

THE ASSESSMENT

1. The faculty member will introduce you to the other faculty reviewer(s) if applicable and will explain how you will present your portfolio.
2. You will then have the opportunity to present your materials to the faculty reviewer(s) and discuss these accordingly (depending on how you selected to have your credit assessed).

THE FACULTY REVIEWER(S) EVALUATION REPORT

1. The faculty reviewer(s) will review and discuss your portfolio for:
 - appropriateness of credit
 - completeness of portfolio
 - presentation of information
2. The faculty reviewer(s) will complete an Evaluation Report and submit this, along with any other supportive information, to the appropriate Dean. The Evaluation Report can be found on the web as an enterable Adobe PDF at www.uaf.edu/advising.

CREDIT AWARD

1. The Dean of the School or College awarding credit will return the paperwork to the Academic Advising Center, which indicates the award decision.
2. Obtain the approved Credit for Prior Learning Award form with all signatures from the Director of the Academic Advising Center.
3. Pay the \$10 per credit hour fee at the Business Office and return the form with verification of payment to the Academic Advising Center.

4. The appropriate materials and form will be submitted to Admissions so that the credit will be posted on your official transcript.
5. Credit for prior learning credit will be posted to your transcript as nonresident credit. If you are not currently enrolled at the time credit is officially awarded, the credit will be posted to your transcript on the next term of enrollment.

PORTFOLIO DEVELOPMENT

CAREER/PERSONAL GOALS

The first part of your portfolio is a one to two-page statement that defines your career and/or personal goal(s), and identifies what educational requirements you will need to meet in order to realize your goals. You should address the following:

1. Your career and/or personal goals.
2. Your educational goals (what you want to learn in order to take you from where you are toward fulfillment of your career/personal goals).
3. The degree you are seeking.
4. Your reasons for requesting credit through prior learning rather than additional course work.

Defining career and personal goals is an important first step for planning your total educational program. Earning a degree or certificate is more meaningful when you are clear on what you expect or hope to gain from your education.

CHOOSE A VALID LEARNING EXPERIENCE FOR CREDIT

In determining which experience might be suitable for college credit, the following guidelines should be considered:

1. Experiences that resulted in considerable technical skill or knowledge.
2. Experiences in which considerable time, money, or effort was spent.
3. Experiences where you are particularly proud of your accomplishments.
4. Experiences where you received special recognition.
5. Classroom experiences that did not result in college credit.

In considering experiences (time spent in activities, descriptions of duties, tasks, and activities), you may want to use the following guidelines:

1. Employment: Any paid activity.

2. Education: Non-credit courses and seminars resulting in some worthwhile training. Among these would be workshops, clinics, conferences, discussion groups, evening courses, lecture series, television or radio courses, correspondence courses, or newspaper courses.
3. Volunteer Experiences: Organizations including community service projects of any type, church activities, and political activities.
4. Recreational activities and hobbies: Any leisure time activity for the purpose of personal satisfaction and enjoyment. Examples include creative writing, theater, sports, artistic activities, gardening, camping, outdoor activities, concert or theater-going. Such activities would require extensive documentation and substantiation.
5. Military Experience: Branch or service, rank, length of service, service school attended, and credit for military specialty. Check with Admissions & Records to verify the CPL process is appropriate since military experience is reviewed for credit in a different manner.
6. Licenses, awards, and publications: Any professional licenses held, awards received, or publications authored.
7. Travel: Study tours, vacations, business trips, living for extended time in various parts of the country.

The key to linking the amount of credit requested to the amount of experience you have had is to focus on the knowledge or skills learned rather than the length of time spent in the activity.

In order to receive college credit, you must be able to express your learning outcomes to meet specific criteria. Before proceeding with the process of building your portfolio, determine whether or not your experience passes the following tests:

1. Is your knowledge and/or skill current? If you worked as an electronic repairman 20 years ago but have not kept pace with technological advancement in electronics, the credit for prior learning committee would be unlikely to award you college credit.
2. Is your knowledge applicable in other cases outside this specific job of context in which it was learned? Do you understand the principles of early childhood development or is your knowledge related primarily to the stages of your own child's development?
3. Is your experience in learning at the college level? Can you demonstrate that your learning was more than just practical experience in that it included the application of certain theoretical principles of knowledge from others who have some recognition in the field? Do you know what recognized experts in the field have done, thought, read, and said concerning your area of knowledge? For example, if your experience is in Personnel Management, can you describe different theories of motivation, techniques in hiring, methods of job assessment, or methods of job performance evaluation?
4. Can your knowledge be measured and evaluated? Will you be able to demonstrate how much you know and what you have learned in your subject area?

There is no right way or wrong way to prepare a portfolio. What is important is that the portfolio demonstrates to an outside expert what you have learned from the experience not merely that you have had the experience.

NOTE: If you have had experience in **different subject areas**, **separate portfolios** substantiating those experiences would be appropriate.

MECHANICAL GUIDELINES

1. All pages of your portfolio should be typed, double-spaced, on 8.5" x 11" paper.
2. All pages of your portfolio are to be numbered consecutively with the first page of your Career/Personal Goals as page 1.
3. All sections of the portfolio are to be clearly separated and labeled by dividers.
4. The contents of your portfolio must be contained in a binder, preferably a three-ring binder, for easy insertion and removal of all materials.
5. All documents and certificates should be copies rather than originals. However, originals should be available upon request by the FACULTY REVIEWER(S).

The Faculty Reviewer(s) are normally comprised of the faculty member, another member knowledgeable in the field where credit is being requested (which can be the Department Head, another faculty member, or an expert in the community), and the Director of the Academic Advising Center.

The Faculty Reviewer(s) charge is to review student portfolios requesting credit for prior learning in the context of meeting the requirements for the degree being sought. The responsibility of the Faculty Reviewer(s) is to insure consistency, quality, and adherence to policy and procedure.

RATIONALE FOR REQUESTED COURSE EQUIVALENT

There is no magical formula for developing a rationale for your course equivalent(s). Your rationale is your opportunity to justify equating your learning to a course offered in college. In writing the rationale, you may want to address the following questions:

- A. Why did you select the proposed department, course number, and course title?
- B. How did you estimate the credit?
- C. Why did you feel your learning is worth the credit you estimated?

Your rationale for each course equivalent serves as a guide to your evaluators. The evaluators have the right to change or alter any part of your "Requested Course Equivalent" during the evaluation process. The final decision regarding just how your learning will be transcribed with department, course number, course title and number of credits is made by the FACULTY REVIEWER(S).

BUILDING YOUR PORTFOLIO

Specifically identify what you have learned in terms of knowledge, skills, and values gained from your experience. This would include an explanation of what you know, what you can do with what you know, and what values you perceive that have affected your life as a result of the experience.

It is most helpful in identifying learning outcomes to follow our college catalog to help focus experience in terms of course titles and descriptions. The simplest means of obtaining credit through this process is to identify specific courses that you feel you have already mastered as a result of your experience. Should your portfolio be approved, than those courses would be entered on your academic record with the equivalency of “P” (passing) grade.

In documenting experiential learning, the burden of proof rests with the student. Applicants must demonstrate to their faculty reviewer(s) what has been learned and what the degree of learning is.

A list of suggested forms of documentation is provided below. This is not intended to be all-encompassing nor exclusive. Not all of the items contained in this list would be appropriate for every portfolio and there may be others that may be as appropriate.

1. Letters from employers or supervisors.
2. A copy of a certificate.
3. Letters of reference.
4. Tapes.
5. Resumes.
6. Presentation of photographs.
7. Presentation of craft of creation.
8. List of books and periodicals read, as well as other sources of what you have learned.
9. Papers and proposals.
10. Job descriptions and/or classifications.
11. Official forms or records (promotions or job evaluations).

CHECKLIST FOR PORTFOLIO CONTENT

Check off each section as you complete it:

- Release of information
- Cover Page
- Table of Contents
- Statement of Career and Educational Goals
- Learning History Worksheet
- Degree Checklist
- Proposed Course Equivalent (fore each course requested)
 - Course Equivalent and Rationale
 - Documentation
 - Evaluation Results
- College Transcripts (if appropriate)
- Any other appropriate information you wish to include

RELEASE OF INFORMATION

I hereby consent to the release of my Credit for Prior Learning portfolio for instructional purposes to benefit future portfolio students.

I hereby consent to the release of my portfolio, but request that the following sections be kept confidential or removed.

1. _____

2. _____

3. _____

4. _____

5. _____

I request that my portfolio be kept confidential.

I acknowledge that I have read the foregoing and have elected one of the options as indicated.

Signed: _____

Date: _____

COURSE EQUIVALENT AND RATIONALE

REQUESTED COURSE EQUIVALENT:

Department: _____

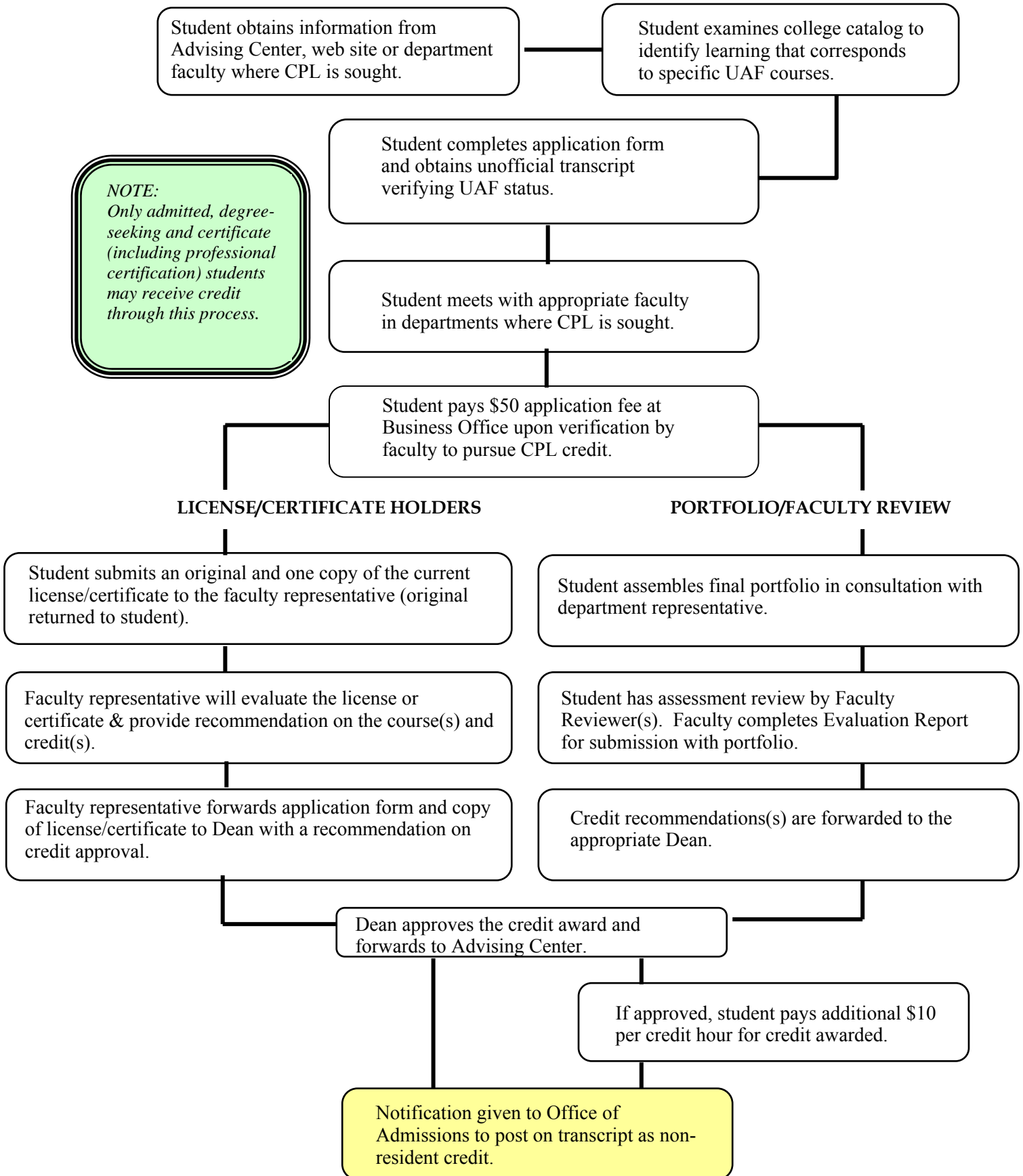
Course #: _____

Course Title: _____

ESTIMATED Number of Credits: _____

Rationale for requested course equivalent:

Flow Chart - Credit for Prior Learning



LEARNING HISTORY WORKSHEET

MAJOR TOPIC AREAS - Experience	DOCUMENTATION	DEPT/SUBJECTS	C
<i>TRAVEL</i>			
<i>HOMEMAKING</i>			
<i>EDUCATION</i>			
<i>SPECIAL TOPICS</i>			

LEARNING HISTORY WORKSHEET

MAJOR TOPIC AREAS - Experience	DOCUMENTATION	DEPT/SUBJECTS	C
<i>LICENSES/AWARDS/PUBLICATIONS</i>			
<i>EMPLOYMENT</i>			
<i>VOLUNTEER EXPERIENCES</i>			
<i>RECREATIONAL ACTIVITIES/HOBBIES</i>			